

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Molly Anderson

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Chief Information Officer

For help with completing the plan, please visit [2022-2025 ITP Resources for Districts](#) on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning

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**1. What is the overall district mission?**

With a commitment to excellence, Westfield Academy and Central School, in partnership with the community, will educate all students to the highest level of their academic potentials, teaching them the skills and knowledge to become capable and responsible members of society. We will provide all students with a range of challenging educational opportunities in a safe, supportive environment that fosters honesty, integrity and respect for self and others.

**2. What is the vision statement that guides instructional technology use in the district?**

To provide all students and staff with equitable access to technologies that address the scope of instructional needs that will not only improve student learning but also staff effectiveness. Westfield CSD will utilize technology to augment classroom instruction, integrate educational technology to support curriculum, increase efficiency in communication and data management, and provide support through training and technical assistance. It is our vision to provide technology integration that not only supports our students but also enhances curriculum at all grade levels through progressive and interactive resources.

**PURSUANT WITH OUR VISION AND MISSION STATEMENTS**

The Information Technology department will:

- Provide and maintain a robust, reliable and secure infrastructure
- Maintain existing equipment and software and upgrade to current standards or versions whenever financially possible
- Assist administration, staff and students with training and desktop support
- Facilitate a communication bridge between school and community via our district website
- Support and encourage 21st Century learning within our district
- Ensure that all students and staff become technologically literate to prepare them for the working world of the future
- Create an environment which will continue to foster individualized, cooperative student-centered learning
- Fully integrate technology into the curriculum
- Provide a mandatory, comprehensive, on-going staff development program
- Provide equitable distribution and access to current technology
- Provide fully networked classrooms with access to integrated video and computer based learning systems
- Provide access, through networked systems, to state-wide, national and global resources
- Develop a partnership with businesses and the community for implementation and application of technology
- Provide sufficient funds, in cooperation with the Board of Education, for the implementation of technology in all phases of school operation
- Sustaining the ability for teachers to deliver instruction with present day technology (ie: Smartboards, TV, ect.)

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II. Strategic Technology Planning

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3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

Steps	Stakeholders	Meetings	Outcomes/Other
The District's Technology Coordinator and Director of Curriculum/Chief Information Officer attend Technology Plan training sessions and work together to establish a timeline for the District	Director of Curriculum & Technology Coordinator	September 2021	
District Technology Committee discusses planning process, needs and other items pertinent to the plan	Administration, IT Department, Teachers, Parent	October 2021	Additional emails and communication follow
Director of Technology meets with student group for feedback and ideas			
A sub committee will be formed to begin planning and writing the details of the plan from a collaborative lens for the purposes of submitting a draft in November	Director of Curriculum, Technology Coordinator, Business Teacher & Special Education Teacher	Multiple	Completion of the draft
Budgeting	Director of Curriculum, Technology Coordinator, Business Executive examine budget	Fall 2021	Establish funding streams, goals and constraints. Additionally allows for BOCES planning.
Submission of Draft		On or before 11/10/21	
Adjustments made based on feedback from draft	Director of Curriculum, Technology Coordinator, Business Teacher & Special Education Teacher	Multiple	Finalized Plan
Presentations and Communication To - Administration, Board of Education, Faculty, Community	Director of Curriculum, Technology Coordinator, Business Teacher & Special Education Teacher	Late winter 2022	Communication, feedback, adjustments as needed before final submission
Submission	Director of Curriculum	Prior to June 2022 deadline	Plan Approval

4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?

Westfield's IT plan builds upon prior work of the Technology Committee and IT Department utilizing what we have acquired as hardware, software and feedback from staff, as well as a new knowledge set from our experiences with remote learning during the COVID-19 pandemic.

The planning process is similar to our previous plan in that it considers all stakeholder input and is truly a collaborative document. This planning process also continues to put student needs first and equip both students and teachers with the technology they need to succeed. Our thinking has expanded on this new plan to include remote access, technology help and lessons learned from remote instruction.

The Technology Committee has identified strengths and areas in need of improvement through staff surveys, family surveys, direct feedback, student panels and outreach from the committee to various areas within the District. This is an ongoing process that allows us to adjust our course as needed to meet the needs of students and staff. As we have achieved many of our previous goals, we are looking to shift from an implementation phase to goals that ensure sustainability of the gains since our last plan was written. This includes goals that were not fully attained or that require next steps.

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**5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?**

The largest take away from the pandemic that is reflected in our planning is the home use of school devices by our students, increased need for connectivity, and end user ease of use for devices and applications. This includes;

- Use of Seesaw LMS for grades K-3 (and the associated professional development)
- Purchase of broadband connectors
- Purchase of laptop chargers for use in students' homes
- 1:1 device deployment in all grade levels PK-12
- Technology support applications for remote access
- Increased Technology Support Platforms - (Student to Teacher Communication, Email, Instant Tech Support, Call or/Text)
- Purchase of Sophos to protect student devices while at home
- Continued to push out security updates to all devices while offsite
- Increase cybersecurity awareness among staff and students
- Professional development for teachers and staff
- Communication platforms for families (Apptegy, Remind and Thrillshare, along with Social Media)
- Family technology help sessions (Open House, Summer, New Enrollments)
- Increased use of Google Classroom and Schoology grades 4-12 (and the associated professional development)
- On demand professional development for various applications that are conducive to remote learning
- Synchronous and Asynchronous Learning that provided more flexibility to our students while remote

**6. Is your district currently fully 1:1?**

Yes

**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

Summer Curriculum Work  
 Small group trainings  
 District-wide staff development  
 On-Boarding of new hires (instructional and non-instructional)  
 Explore options for a Technology Integrator or Coach  
 On demand training through Erie 2 BOCES  
 Participation in high level training for Technology Department staff - to maintain and grow

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**2022-2025 Instructional Technology Plan - 2021**III. Goal Attainment

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**  
**The district has met this goal:**

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**  
**The district has met this goal:**

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**  
**The district has met this goal:**

Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**  
**The district has met this goal:**

Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**  
**The district has met this goal:**

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Sustain 1:1 student laptop initiative - this means that every Westfield student grades PK-12 will have their own assigned laptop device for academic use.

2. Select the NYSED goal that best aligns with this district goal.

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Established a 4-year replacement cycle for all student devices that is based of the industry standard. All student laptops are inventoried by date of purchase, active date, life of asset and exact replacement date. Cohorts of students will be tracked by the IT Department and replacement will follow the 4-year cycle unless an individual need arises. An individual need may include breakage, unforeseen circumstances, poor device performance or other factors identified by our IT Department.  
 Since we are already 1:1 school district, the goal will be accomplished if we are able to sustain this technology deployment in all grade levels to 100% capacity.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Working with	Director of	Technology	07/01/2	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Technology Committee and teachers to evaluate devices for purchases and adjustments in instructional needs	Technology	Committee	022	
Action Step 2	Budgeting	Obtain quote for budgeting and share with Responsible Stakeholders	Director of Technology	Business Official	09/01/2022	0
Action Step 3	Collaboration	Collaboration among team members	Other (please identify in Column 5)	Director of Technology, Administration team, Board of Education, IT Department, Technology Committee, Taxpayers	01/02/2023	0
Action Step 4	Purchasing	Purchase	Director of Technology	Business Official, Superintendent	06/29/2023	\$60,000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Deployment of devices (based on cycle) for cohorts.	Director of Technology	IT Department	09/01/2022	0
Action Step 6	Evaluation	Make sure implementation meets needs	Curriculum and Instruction Leader	IT Department	10/03/2022	0
Action Step 7	Purchasing	Deployment of devices (based on cycle) for cohorts - for each consecutive year	Director of Technology	IT Department	09/01/2024	\$120,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Maintain and update infrastructure (secure network, servers, external wi-fi) to maximize opportunities to utilize technology across the District. This includes increased access for students to allow connectivity beyond classroom walls "anytime and everywhere".

2. Select the NYSED goal that best aligns with this district goal.

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

We will measure this instructional technology goal through the completion of sustaining our technology needs by reviewing both the usage logs for our internal and external network components. Additionally, we will measure the security aspect by reviewing anti-virus software logs, server and firewall data. Each month WACS undergoes a penetration test that evaluates and assesses for any potential threats that are discovered on WACS's network. These scans will allow us to gain better insights on each vulnerability, including missing patches, security gaps, weakness, misconfigurations and so on. We will know this goal is accomplished through the evaluation of logs and overall health and security of our network. Additionally, we will assess the success of our students, teachers and community members through the use of surveys, both formal and informal.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Evaluation of existing infrastructure and how	Other (please	Technology Committee,	07/01/2022	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		to improve access.	identify in Column 5)	Administration		
Action Step 2	Budgeting	Develop plans for updates and necessary projects	Other (please identify in Column 5)	Technology Director, Erie 1 BOCES, Business Official, Buildings & Grounds, Administration, Community Members, Board of Education	07/01/2022	0
Action Step 3	Purchasing	Purchasing of required equipment and associated services This includes network switches, servers, access points, firewall, fiber optics, antivirus software (sofos), filtering software (lightspeed), email security platform and related items as needed,	Director of Technology	Business Official, Superintendent, Erie 1 BOCES	07/01/2022	\$225,000
Action Step 4	Implementation	Collaboration with Erie 1 BOCES staff, IT Department and Building & Grounds for installation and required processing.	Director of Technology	Erie 1 BOCES, Buildings & Grounds	12/31/2022	0

7. **This question is optional.**  
**If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Ongoing - Evaluation of implementation and degree that needs are being met for connectivity, security and alignment to instructional practices	Director of Technology	Director of Curriculum	01/01/2023	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 6	Data Privacy	In depth monitoring and evaluation. Complete Risk Identification worksheet for inventories of all applications such as, MFC, Servers, Tablets, Portable media devices, workstations, electron equipment, cloud based solutions. Administrative, Technical and Physical Security controls are in place.	Director of Technology	Director of Curriculum, Technology Committee, Administration	08/23/2022	0
Action Step 7	Communications	Share network and security expansion of network resources with students, staff and community	Director of Technology	(No Response)	09/01/2022	0
Action Step 8	Purchasing	Ensuring sustainability of work done on this go - this includes annual rounds for items listed in action step 4.	Director of Technology	Business Official, Superintendent	06/27/2025	\$500,000

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Offer high quality, Ed Law 2D compliant, applications to staff and the necessary professional development to maximize impact on student learning and teacher efficiency.

2. Select the NYSED goal that best aligns with this district goal.

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s). Check all that apply.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students  | <input checked="" type="checkbox"/> Economically disadvantaged students   |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21   |
| <input checked="" type="checkbox"/> Elementary/intermediate   | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input checked="" type="checkbox"/> Middle School   | <input checked="" type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School   | <input checked="" type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input checked="" type="checkbox"/> Students with Disabilities  | <input checked="" type="checkbox"/> Students in foster care   |
| <input checked="" type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings   |
| <input checked="" type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input checked="" type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input checked="" type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)  |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

This goal will be measured through staff surveys, the quantity of Ed Law 2D compliant tools, and completed hours of professional development. Based on staff feedback surveys, we will analyze the diversity of allowable applications and whether or not they are meeting the diverse needs of teachers for instruction. All Ed Law 2D compliant applications will be under contract from either BOCES or the District directly. We will use the Curriculum Steering and Technology Committees to help survey staff and garner feedback on the various applications. Additionally, these two committees, working with the Technology Coordinator and Director of Curriculum, will evaluate needs for professional development and schedule sessions to meet the diverse needs. This will include full and half day sessions, along with paid curriculum hours during school calendar breaks and summer recess. These surveys and committee feedback will provide the evidence needed to determine the direction of action and if/when the goal has been accomplished. Due to the nature of this goal, there will be adjustments and realignments along the way to keep up with changes in technology needs.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The Technology Committee and Curriculum Steering Committee will evaluate Ed Law 2D applications, needs for adjustments and needs for professional development under the direction of the Director of Curriculum and Technology Coordinator.	Curriculum and Instruction Leader	Technology Director, Committee Members	07/01/2022	0
Action Step 2	Budgeting	Budgeting for Professional Development	Curriculum and Instruction Leader	Business Official, BOCES	09/01/2022	0
Action Step 3	Budgeting	Budgeting for Ed Law 2D compliant applications	Director of Technology	Business Official, BOCES	09/01/2022	0
Action Step 4	Implementation	Professional Development and planning for 2022-23 school year technology application purchasing	Director of Technology	Director of Curriculum, Business Official	10/03/2022	62000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Ongoing professional development and training for staff	Curriculum and Instruction Leader	Technology Coordinator, Erie 2 BOCES	09/02/2024	30000
Action Step 6	Staffing	Creation of a Technology Coaching position (K-12)	Superintendent	(No Response)	09/01/2023	150000
Action Step 7						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Evaluation	Re-evaluation of needs for applications and training	Curriculum and Instruction Leader	Technology Coordinator	06/23/2025	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. **Would you like to list a fourth goal?**

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Create and build a culture of digital citizenship with a focus on PK-12 Cybersecurity that will measure the overall security of our District. This will include 100% staff compliant with vector training and acknowledgment of District Technology Policy and checkpoints at each grade level to ensure the content spirals throughout each grade level as developmentally appropriate. Success will be measured through the health of the network structure and regular reports on filtering and firewall activity.

2. Select the NYSED goal that best aligns with this district goal.

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s). Check all that apply.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Staff: Vector Training (online platform) will track staff training around safe online practices, data security and digital awareness to promote the secure use of programs and platforms, including student data where applicable. Additionally, daily and monthly checks on practices will be in place. This includes, but is not limited to, monthly penetration tests, daily security scans, filtering, firewall usage, encryption and email compliance monitoring. Multi-factor authentication will be utilized for high profile users as an additional safeguard. These checks will provide evidence and data around security practices.

Students: Part of this goal will be measured and realized through the integration of Digital Citizenship and Security practices in our computer and technology course for students. Students are enrolled in these courses at all grade levels K-8 and in upper level electives through our CTE Department. This curricular integration will focus on age appropriate lessons and learning that develops a progression of knowledge, skills and understanding around safe digital practices.

We will measure the overall health of the District through the collection of data like the number of security incidences including malware detection, intrusion detection, firewall activity, user search logs and other targeted safeguards. WACS will maintain the overall health of the network with a goal of 98% connectivity uptime throughout the school year.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Gather data around current practices, procedures and available metrics to plan for enhancement and needs.	Director of Technology	Director of Curriculum, Personal Computer Specialist, Technology Committee, Administration team, Erie 1 BOCES, students, teachers	06/01/2022	0
Action Step 2	Cybersecurity	Identify assets, threats and concerns through the use of a risk assessment and penetration tests. Leverage NIST to identify and implement appropriate levels of protective controls. Continue the sharing of Cybersecurity Awareness to all constituents to ensure all staff and students stay safer and more secure online.	Director of Technology	Technology Committee, Personal Computer Specialist, Director of Curriculum	10/31/2022	0
Action Step 3	Data Privacy	Train staff on the proper handling of data, notice and regulatory obligations. Continue to implement Data Loss Prevention (DLP) on all platforms to protect WACS assets. Continue the roll out of Multi Factor Authentication.	Director of Technology	Director of Curriculum, Superintendent	10/31/2022	0
Action Step 4	Professional Development	Training of staff on secure and sustainable practices. Build curriculum as needed at various grade levels.	Curriculum and Instruction Leader	Technology Coordinator, BOCES	06/23/2025	25000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.



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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Curriculum	Use evaluation of curriculum to establish priorities and supplement curriculum through the development of new lessons and activities at each grade level aligned with safe and secure online practices and digital citizenship.	Curriculum and Instruction Leader	Classroom teachers, Technology Coordinator	09/01/2023	8000
Action Step 6	Budgeting	Analysis of needs and supports to safeguard Westfield's data.	Business Official	Technology Coordinator, Superintendent, Director of Curriculum, Board of Education, Teachers, Administration	09/01/2022	0
Action Step 7	Evaluation	Continue to evaluate, this is an ongoing process that affects all constituents.	Director of Technology	Technology Coordinator, Superintendent, Director of Curriculum, Board of Education, Teachers, Administration	09/30/2022	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fifth goal?

No

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

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1. **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

Westfield Central School is committed to rigorous academic standards and performance improvement for students. This commitment is enhanced and broadened through the use of technology as outlined in our plan. Instructional Technology broadens opportunities for strong student academic achievement, interaction with the global world and expansion of cultural awareness. Rigorous technology integration allows teachers to efficiently design instruction that is coherent and that fosters critical thinking skills to prepare learners for success in college and careers. Additionally, well planned instructional technology integration allows students and teachers to assess learning, need and next steps in preparation for college or careers from a multitude of angles in an efficient manner. The integration of various stakeholders in plan implementation ensures a comprehensive and well-rounded education to give students an edge upon graduation.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

Short Term -

- External Wi-fi access points
- 1:1 devices
- Mi-Fi's

Long Term -

- Increased external access points
- Enhanced Teacher equipment to deliver high quality instruction- synchronous and asynchronous
- Community partnerships to maximize usage and impact of resources for students

3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Students with disabilities will be served through the use of instructional technology. Technology allows for the natural differentiation of classroom instruction in a variety of ways. Here at Westfield some of those factors include assistive technology for speech to text, hearing disabled and visually impaired students. When appropriate, 1:1 student device selection may be altered to maximize benefit to a student. For example, a student that is legally blind has access to a larger screen and keyboard than our typical student devices. Additionally, the 1:1 devices allow all students, including those with special needs to increase their access to resources, materials, helpful applications and other materials that may need to be reinforced outside of the standard class time. Our laptops are touchscreen and our CSE department can deploy specialized applications where they are needed in accordance with a student's IEP or 504 plan. Our special education department plays a role on both the Technology Committee and Curriculum Steering Committee to give special needs students a clear voice.

4. **How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

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5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- |   |  |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom  | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom   | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input type="checkbox"/> Research, writing and technology in a digital world  | <input checked="" type="checkbox"/> Electronic communication and collaboration   |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology  | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world                                       |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

- 7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

- 7b. If 'Other' was selected in 7a, above, please explain here.

(No Response)

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8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom                          | <input type="checkbox"/> Multiple ways of assessing student learning through technology             |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                           | <input type="checkbox"/> Electronic communication and collaboration                                 |
| <input type="checkbox"/> Research, writing and technology in a digital world                                | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input type="checkbox"/> Writing and technology workshop for teachers                                       | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology                        | <input type="checkbox"/> Web authoring tools  |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                                       | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input type="checkbox"/> Reading strategies for English Language Learners                                   | <input type="checkbox"/> The interactive whiteboard and language learning                           |
| <input type="checkbox"/> Moving from learning letters to learning to read                                   | <input type="checkbox"/> Use camera for documentation   |
| <input type="checkbox"/> The power of technology to support language acquisition                            | <input type="checkbox"/> Other (please identify in Question 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

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## V. NYSED Initiatives Alignment

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**9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</li> <li><input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</li> <li><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</li> <li><input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</li> <li><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./</li> <li><input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.</li> <li><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|--|--|---|

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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**10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit [2022-2025 ITP Resources for Districts](#) on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.50
Technical Support	1.20
<b>Totals:</b>	<b>2.70</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	na	180,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ESSER Funding
2	Professional Development	na	75,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	na

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Staffing	na	150,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	na
4	Instructional and Administrative Software	na	775,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	na



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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>1,180,000</b>			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

Will be shared once finalized: <https://www.westfieldcsd.org/documents/technology/technology-plan/125507>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

<input checked="" type="checkbox"/> 1:1 Device Program	<input checked="" type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Can Tenamore	Technology Coordinator	cantenamore@westfieldcsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Molly Anderson	Director of Curriculum	manderson@westfieldcsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.